

Text-Dependent Analysis Overview

CLIU

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Source of information:

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Background

Definition according to PA Core Standards:

Text-dependent analysis is the ability to “draw evidence from literary or informational texts to support analysis, reflection, and research”.

Background

Prompts will move beyond general reading comprehension to specific questions that require the use of text-dependent evidence.

Resources:

Grades 4 - 8: Anchors & Eligible Content
Text-dependent Analysis Scoring Guidelines

A Comparison

Old Constructed Response

What is a lesson the judge teaches the baker? Give at least two reasons to support your answer.

Text-dependent Analysis

The judge stated “Punishment should fit the crime. I have decided that the price for the smell of bread shall be the sound of money.” Write an essay analyzing why he makes this statement. Use evidence from the passage to support your response.

What are Text-Dependent Analysis Questions?

Text-dependent questions require

- close reading of a text
- students to provide evidence from the text & draw inferences based on what the text says in order to support an analysis

What are Text-Dependent Analysis Questions?

Text-dependent questions do not

- rely on any particular background information extraneous to the text
- depend on students having other experiences or knowledge

What are Text-Dependent Analysis Questions?

Text-dependent questions privilege

- the text itself
- what students can extract from what is in the text

Text-dependent Analysis Questions

- May begin with a literal check for understanding but must also require analysis, synthesis, evaluation
- Emphasize the use of explicit and implicit information from the text to support reasoning and analysis
 - Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation
- Focus on word, sentence, paragraph, segment, whole text, or across texts

Text-dependent Analysis Questions

Expects students to engage in close reading to...

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another

Text-dependent Analysis Questions

Expects students to engage in close reading to...

- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts

Text-dependent Analysis Questions

Expects students to engage in close reading to...

- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Text-dependent Analysis Questions

- Require the Strategic Thinking expected for Depth of Knowledge Level 3
- Begin orally in discussions, even in grades K - 3
 - Listening and speaking along with reading and writing
- Require new ways of working in our classrooms - scaffolding v. simplifying

Next Steps

- Overview at ELA Networking Groups (Oct)
- Overview at Principal Meeting (Dec)
- Text Dependent Analysis Training for Teachers: 3-day training
 - Grades 3 - 5: Feb 3-4 & Mar 6
 - Grades 6 - 8: Jan 21-22 & Mar 11
 - \$50/teacher covers all three days for lunches, & materials

Next Steps

- Text Dependent Analysis Training for Teachers
 - Two consecutive days
 - Understanding, analyzing, & developing TDAs
 - Scoring with Samples
 - Month to incorporate at least one in classroom
 - One follow-up day to score and analyze student work